

**STATE DEPARTMENT OF EDUCATION
OCTOBER 9-10, 2008**

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**STATE DEPARTMENT OF EDUCATION
OCTOBER 9-10, 2008**

SUBJECT

Superintendent of Public Instruction Update to the State Board of Education

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

N/A

DISCUSSION

N/A

IMPACT

N/A

STAFF COMMENTS AND RECOMMENDATIONS

N/A

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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**STATE DEPARTMENT OF EDUCATION
OCTOBER 9-10, 2008**

SUBJECT

Middle School Task Force Update

BACKGROUND/DISCUSSION

The State Department of Education and State Board of Education created the Middle School Task Force in May 2007 with the purpose of improving rigor, relevance and relationships in the middle grades, identifying pockets of success throughout Idaho to develop best practices for all middle schools, and ensuring every Idaho student is prepared to be successful in high school and beyond. Regional informational meetings were held during May through July of this year, and an update on the task force's progress was also given at the annual superintendent's meeting.

The Department of Education plans to conduct negotiated rulemaking regarding a middle level credit system to be implemented in the 2010-2011 school year. The formal rulemaking process will begin after the 2009 legislative session. It would require implementation of a credit system no later than the 7th grade. A school district shall require a minimum of 80% of credits attained or complete an alternate route in order to move on to the next grade. Students will not be allowed to lose a full year of credit in one academic area.

The Department is also working toward the development of a web-based manual that will help guide middle level administrators, teachers and stakeholders through new requirements, recommendations, best practices and resources as well as identifying contacts currently utilizing those best practices and resources in Idaho school districts.

ATTACHMENTS

Attachment 1 – Summary handout
Attachment 2 – Presentation slides

Page 3
Page 5

BOARD ACTION

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IDAHO'S MIDDLE SCHOOL TASK FORCE

Rigor. Relevance. Relationships. Responsibility.

ABOUT THE MIDDLE SCHOOL TASK FORCE:

The State Department of Education and State Board of Education created the Middle School Task Force in May 2007 with the purpose of improving rigor, relevance and relationships in the middle grades, identifying pockets of success throughout Idaho to develop best practices for all middle schools, and ensuring every Idaho student is prepared to be successful in high school and beyond.

FOCUS OF THE MIDDLE SCHOOL TASK FORCE:

The Task Force has focused on five key areas: Student accountability, middle level curriculum, academic intervention, leadership among staff at the middle level, and student transitions between the middle and high school grades.

TASK FORCE RECOMMENDATIONS:

Student Accountability:

Require implementation of a credit system no later than 7th grade. A school district or charter school shall require students to attain a minimum of 80 percent of credits or complete an alternate route in order to move on to the next grade. Students will not be allowed to lose a full year of credit in one academic area. Attendance is a required factor in the credit system.

Middle Level Curriculum:

Offer professional development for teachers and provide school districts and charter schools with the technical assistance necessary to ensure curriculum is relevant, challenging, integrative, and exploratory. School districts and charter schools will still have considerable flexibility in curriculum decisions.

Academic Intervention:

Require a structured mechanism for students to recover credits so they can meet all credit requirements, and develop best practices for school districts and charter schools on how to maximize resources and provide meaningful intervention programs.

Leadership Among Staff:

Create a teacher certification and/or endorsement for middle level educators and provide professional development, learning and instructional leadership opportunities for school administrators at the middle level.

Transition to High School:

Develop best practices for a systematic approach for student transition from middle school to high school based on successful programs in middle schools across the state.

Parent Involvement:

Develop best practices for ways in which parents can become more involved when their students reach the middle grades.

FOR MORE INFORMATION, CONTACT:

Rob Sauer, Deputy Superintendent for Innovation and Choice
(208) 332-6934
RCSauer@sde.idaho.gov

TASK FORCE:

The task force includes key stakeholders – superintendents, high school and middle school principals, school board trustees, teachers, counselors, legislators, parents, business representatives and representatives from the Department, State Board of Education and Professional-Technical Education.

MIDDLE SCHOOL TASK FORCE MEMBERS:

1. Tom Luna, Superintendent of Public Instruction
2. Sue Thilo, Member of the State Board of Education
3. Hazel Bauman, Assistant Superintendent of Coeur d'Alene School District
4. Randy Jensen, Principal of William Thomas Middle School, American Falls School District
5. Georgeanne Griffith, Principal of Timberlake Junior High, Lakeland School District
6. Scott Miller, Principal of Hillcrest High School, Bonneville School District
7. Chris Avila, Math Teacher at Jerome Middle School, Jerome School District
8. Thel Pearson, Counselor in Midvale School District
9. Susan Bench, Idaho PTA President-Elect, Blackfoot
10. Jennifer McEntee, Parent representative, Boise
11. Bill Young, Business representative, Boise
12. Maria Nate, Parent representative, Rexburg
13. Annette Winchester, School Board trustee, Bonneville School District
14. Rep. Liz Chavez, Legislative representative, Lewiston
15. Sen. Russ Fulcher, Legislative representative, Meridian
16. Rob Sauer, Department staff, Deputy Superintendent of Innovation and Choice
17. Allison McClintick, State Board staff, K-12 and Educator Policy Manager
18. Nancy Walker, Professional-Technical Education staff
19. Jennifer Cornell, West Middle School, Nampa, Idaho Middle Level Association
20. Bev Bradford, Executive Director, Idaho Middle Level Association
21. Sherri Wood, President, Idaho Education Association





Middle School Task Force

Progress as of May 2008

Purpose

- Improve rigor, relevance, relationships and responsibility in the middle grades,
- Identify pockets of success throughout Idaho and share those success stories with other schools across the state, and
- Ensure that every student is prepared to be successful in high school and beyond.



Background

- The Middle School Task Force was created in May 2007 as a result of the State Board of Education's High School Redesign efforts and recommendation for a committee to examine middle school issues.



Focus

- The task force has focused their work in five key areas: student accountability, middle level curriculum, academic intervention, leadership among staff at the middle level and student transitions between the middle and high school.



Student Accountability

- Increased accountability to pass classes at the middle level would benefit students.
- Introduce students to the concept of a credit system before entering high school.



Student Accountability

Recommendation

- Require implementation of a credit system no later than the 7th grade
- A school district shall require a minimum of 80% of credits attained or complete an alternate route in order to move on to the next grade. Students will not be allowed to lose a full year of credit in one academic area.



Student Accountability

- **Increased accountability in the area of student attendance would benefit students.**

Recommendation

- Required attendance is a factor in the credit system.



Transitions

- **Transition from middle to high school is difficult for students**

Recommendation

- Best Practices for a systematic approach for student transition from middle to high school.
 - *Early Orientation*
 - *Summer Bridge Program*
 - *Ninth-Grade Academy*
 - *Catch-up Courses*
 - *Career Exploratory Courses*
 - *Guidance, Advisement and Support*
 - *No Zero Policy/Extra Help/Credit Recovery*



Curriculum

- A richer middle level curriculum would benefit students and increase preparation for high school core curriculum requirements.



Curriculum

Recommendation

- Offerings of professional development for teachers will connect teaching to curriculum.
- Districts ensure that curriculum is relevant, challenging, integrative, and exploratory.
- Any potential revisions will still allow districts to maintain flexibility in meeting requirements.



Intervention

- Two aspects of intervention are being examined to ensure students are meeting academic expectations and proficiency.



Intervention

- **Students might not meet accountability requirements for passing classes.**

Recommendation

- Require structured mechanism for credit recovery to meet the requirements.



Intervention

- **Continue to improve in the identification of students who may not have the required skills to advance in their studies .**

Recommendation

- The focus will be on the individual student's strengths and weakness and meeting those identified needs.
- Best Practices to maximize resources currently available
 - Response to Intervention (RTI)
 - Sheltered Instruction Observation Protocol (SIOP)
 - The Power of I (A,B,C, Not Yet)
 - Apangea Learning Math



Leadership

- An increase in courageous and collaborative leadership at the middle level and better support and training for middle level educators would benefit all members of the middle level community.



Leadership

Recommendation

- Certification and/or endorsement for the middle level.
 - *The task force is working with the division of Certification and examining the potential for middle level certification and/or re-certification and offering post-secondary courses focused on teaching at the middle level.*



Leadership

- **Continuous cultivation of leadership and professional relationships will benefit school staff.**

Recommendation

- Continuing professional development, learning and instructional leadership for principals and superintendents.
- Principal Academy of Leadership (PAL's)
- Small learning communities (teaming) to increase collaboration and support among teachers



Leadership

- Strengthening positive relationships and increasing the amount of guidance and support for all middle school students helps improve the individual's success.
- An adult advocate for every student contributes to a successful school. This is a principle of the National Middle School Association.



Leadership

Recommendation

Develop statewide standards/best practices for advisory in recognition of the use of instructional time and financial investment. These could include:

- Advocate/Advisor regularly reviews individual students academic progress, student learning plan and develops a connection with those students
- Set a recommended class size for advisory
- Administrator/principals are involved in structuring and guiding advisory program
- At least three times per week for a minimum of 20 minutes



Parent Involvement

An increase in school-initiated family and community partnerships is beneficial for a thriving middle school.

Recommendation

Develop best-practices for parental involvement

- Written expectations for parent involvement
- Develop and/or utilize parent organizations
- Increase communication at the transition grades (5th and 8/9) and through websites
- Recognize and encourage parents as leaders in the school
- Student Led Conferences with teachers and parent/guardian



Best Practices

- The State Department of Education will develop a bank of best practices for the middle level including
 - Curriculum
 - Intervention
 - Transitions
 - Leadership development
 - Teaming strategies for teachers
 - Parent involvement



Funding

- We recognize some of the requirements that are recommended by this task force will require funding.
- *We are asking for your feedback on how much it will cost your district to implement some of these proposed requirements and the item with greatest need for funds.*



References

- National Middle School Association
- Making Middle Grades Work
- Breaking Ranks in the Middle
- Principal Academy of Leadership



Thank you

to everyone who has shared their successes, ideas and expertise:

- Buhl High School
- Caldwell School District
- Christina Linder, SDE Director of Certification
- Christi Stoll, Career Information Systems
- Cindy Johnstone, Idaho Math Initiative
- Homedale Middle School
- Idaho Middle School Association
- Idaho Parent Teacher Association
- Jim Johnson, consultant, SREB
- Kristi Enger, Idaho Department of Professional Technical Education
- Kuna Middle School
- Les Bois Junior High
- Meridian Academy
- Meridian Middle School
- Moscow Junior High School
- Post Falls School District
- Robert Stuart Junior High School
- Northwest Nazarene University
- St. Maries School District
- Shelley School District
- Wendell Middle School
- Wood River Middle School



What's Next

- The Middle School Task Force will finalize their work by fall 2008 and make recommendations to the Idaho Legislature, State Board of Education, State Department of Education and school districts by January 2009.



Task Force Members

- Tom Luna, Superintendent of Public Instruction
- Sue Thilo, Member of the State Board of Education
- Hazel Bauman, Assistant Superintendent of Coeur d'Alene School District
- Randy Jensen, Principal of William Thomas Middle School, American Falls School District
- Georgeanne Griffith, Principal of Timberlake Junior High, Lakeland School District
- Scott Miller, Principal of Hillcrest High School, Bonneville School District
- Chris Avila, Math Teacher at Jerome Middle School, Jerome School District
- Thel Pearson, Counselor in Midvale School District
- Susan Bench, Idaho PTA President-Elect, Blackfoot
- Jennifer McEntee, Parent representative, Boise
- Bill Young, Business representative, Boise
- Maria Nate, Parent representative, Rexburg
- Annette Winchester, School Board trustee, Bonneville School District
- Rep. Liz Chavez, Legislative representative, Lewiston
- Sen. Russ Fulcher, Legislative representative, Meridian
- Allison McClintick, State Board staff, K-12 and Educator Policy Manager
- Nancy Walker, Professional-Technical Education staff
- Jennifer Cornell, West Middle School - Nampa, Idaho Middle Level Association
- Bev Bradford, Executive Director, Idaho Middle Level Association
- Sherri Wood, President, Idaho Education Association
- Rob Sauer, Department staff, Deputy Superintendent of Innovation and Choice



Contact us

If you have questions, comments or would like to share your middle level success stories...

Rob Sauer, SDE, Deputy Superintendent

rcsauer@sde.idaho.gov

208-332-6902 or 1-800-432-4601



**STATE DEPARTMENT OF EDUCATION
OCTOBER 9-10, 2008**

SUBJECT

Presentation of the FY 2010 Public School Budget request

BACKGROUND/DISCUSSION

In July, Superintendent Luna invited the Chairmen of the Legislative Education Committees, and representatives of the Idaho Association of School Administrators (IASA), Idaho Association of Commerce and Industry (IACI), Idaho Business Coalition for Education Excellence (IBCEE), Idaho Digital Learning Academy (IDLA), Idaho Education Association (IEA), Idaho School Boards Association (ISBA), Parent Teachers Association (PTA), Idaho Rural Schools Association (IRSA), Idaho School District Council, Northwest Professional Educators (NPE), Office of the State Board of Education (OSBE), Office of the Governor / Division of Financial Management, and Legislative Services, to meet and make specific budget recommendations. Superintendent Luna took those recommendations into consideration when preparing the FY 2010 Public Schools Budget request.

IMPACT

If approved by the Legislature, this request will require a \$77.3 million, or 5.4% increase in state general funds.

ATTACHMENTS

Attachment 1 – FY 2010 Public School Budget request

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BOARD ACTION

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**STATE DEPARTMENT OF EDUCATION
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Public School Support Program
Distribution Factor

| | 2008-2009 Appropriation | 2009-2010 Request |
|--|----------------------------|------------------------|
| 1 APPROPRIATIONS / REQUEST | | |
| a. General Fund | \$1,418,542,700 | \$1,495,812,100 |
| b. Endowment / Lands, Lottery Dividend, Misc. Revenues | \$55,405,700 | \$56,825,900 |
| c. Cigarette and Lottery Taxes | 7,000,000 | 7,000,000 |
| TOTAL DEDICATED REVENUES | \$62,405,700 | \$63,825,900 |
| TOTAL STATE REVENUES | \$1,480,948,400 | \$1,559,638,000 |
| d. Federal Funds | \$215,000,000 | \$215,000,000 |
| TOTAL REVENUES | \$1,695,948,400 | \$1,774,638,000 |
| 2 PROGRAM DISTRIBUTION | | |
| a. Transportation | \$72,277,700 | \$78,201,600 |
| b. Border Contracts | 1,100,000 | 1,100,000 |
| c. Exceptional Contracts and Tuition Equivalents | 5,884,300 | 5,884,300 |
| d. Program Adjustments | 550,000 | 550,000 |
| e. Salary-based Apportionment | 802,743,400 | 843,083,600 |
| Salary-based Apportionment (Super Classified) | 0 | 5,510,900 |
| f. Teacher Incentive Award (Natl Bd Cert) | 219,600 | 219,600 |
| g. State Paid Employee Benefits | 144,314,800 | 151,595,700 |
| State Paid Employee Benefits (Super Classified) | 0 | 990,700 |
| h. Early Retirement Payout | 4,000,000 | 4,000,000 |
| i. Substance Abuse | 7,000,000 | 7,000,000 |
| j. Bond Levy Equalization Support Program | 16,500,000 | 17,900,000 |
| k. Idaho Digital Learning Academy | 3,129,500 | 5,200,000 |
| l. School Facilities Funding (lottery) | 17,250,000 | 18,375,000 |
| m. School Facilities Maintenance Match | 3,000,000 | 2,450,000 |
| n. Agriculture Replacement Phase-out | 2,262,800 | 1,508,500 |
| o. Classroom Supplies | 5,379,500 | 5,712,000 |
| p. Textbook Allowance | 9,950,000 | 9,950,000 |
| q. Remediation | 5,000,000 | 5,000,000 |
| r. Dual Credit Class Development | 50,000 | 3,500,000 |
| s. Gifted and Talented (Advanced Opportunity Teacher Training) | 1,000,000 | 2,000,000 |
| t. Math Initiative | 3,972,500 | 5,280,000 |
| u. Safe School Study | 100,000 | 50,000 |
| v. Rural School Initiative | 50,000 | 0 |
| w. Technology Grants | 9,150,000 | 9,150,000 |
| x. Idaho Reading Initiative | 2,800,000 | 2,800,000 |
| y. Limited English Proficient (LEP) | 6,040,000 | 6,040,000 |
| z. Teacher Evaluation Task Force | 50,000 | 0 |
| aa. Federal Funds for Local School Districts | 215,000,000 | 215,000,000 |
| TOTAL DISTRIBUTIONS | \$1,338,774,100 | \$1,408,051,900 |
| 3 Education Stabilization Funds | \$0 | \$0 |
| 4 NET STATE FUNDING AVAILABLE | \$357,174,300 | \$366,586,100 |
| 5 SUPPORT UNITS | 13,900.0 | 14,125.0 |
| 6 DISTRIBUTION FACTOR | \$25,696.00 | \$25,953. |
| (includes \$300 for Safe Environment Provisions) | | |

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**STATE DEPARTMENT OF EDUCATION
OCTOBER 9-10, 2008**

SUBJECT

Approval of "Connections 2007: A Statewide K-20 Plan for Technology in Idaho Public Schools and Higher Education Institutions" Revised 2008

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Educational Technology Initiative, Section 33-4805, Idaho Code

BACKGROUND/DISCUSSION

The statutory requirements of the Idaho Education Technology Initiative of 1994, states that the State Board of Education should annually review and approve the statewide technology plan developed by the Idaho Council for Technology in Learning (ICTL).

This plan, "Connections 2007: A Statewide K-20 Plan for Technology in Idaho Public Schools and Higher Education Institutions," represents the combined efforts of the Higher Education Information Technology Committee (HEITC) and the Public Education Information Technology Committee (PEITC). To date, this plan includes high level goals and objectives with the intent that work will still continue to identify detailed action items and performance measures. It is assumed that because this plan must be approved annually by the Board, that revisions and modifications will be an on-going effort and that this current draft represents the framework for this effort. No substantial changes have been made since the plan was approved by the Board in October 2007.

ATTACHMENTS

Attachment 1 – Connections 2007: A Statewide K-20 Plan for Technology in Idaho Public Schools and Higher Education Institutions Revised 2008
Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The ICTL staff recommends the approval of the K-20 Plan.

BOARD ACTION

A motion to approve "Connections 2007: A Statewide K-20 Plan for Technology in Idaho Public Schools and Higher Education Institutions" Revised 2008 as the statewide technology plan.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Connections 2007:

A Statewide K-20 Plan for Technology in Idaho
Public Schools and Higher Education Institutions

Rev. 2008

Vision:

Life long learners are motivated and empowered to achieve their K20 educational goals supported by:

1. use of current and emerging technologies
2. equitable, affordable and convenient access to global learning resources, opportunities and programs customized for or by the individual
3. a collaborative, seamless and effective state-wide infrastructure

Mission:

The Idaho Council for Technology in Learning develops plans and makes recommendations on K20 educational technology and telecommunications plans, policies, programs and activities for all educational segments resulting in an actionable plan for the State Board of Education towards an improved, thorough and seamless public education system based upon the importance of applying technology to meet the learner's need.

Executive Summary

The Idaho Council for Technology in Learning, the Idaho State Board of Education and the Idaho State Department of Education present this plan, **Connections 2007: A Statewide K-20 Plan for Educational Technology**, to the citizens of Idaho. This plan presents the vision, six goals and a framework for planning, implementing and integrating technology into Idaho's educational system.

Following the vision and goals are *Objectives* and *Action Strategies*. The objectives provide a method to help achieve the goals, and the action strategies provide methods for achieving the objectives.

Additional support material (including a glossary of terms) can be found in the appendices.

Technology planning is critical to the success of ICTL and for the successful integration of technology into everyday lives. As the world moves toward a more information-based, technology-oriented society, Idaho is poised to take a leadership role in educational technology and its use in the teaching and learning process.

The Goals

- **Literacy** – Cultivate an environment that allows for the acquisition of 21st Century Skills, which will enable an individual to succeed and function effectively in an increasingly technological and information-based world.
- **Collaboration** – Engage and facilitate in cooperative efforts among educational segments that report to the State Board of Education, as well as libraries, businesses, professional organizations and community members to assist in implementing the mission and vision of the ICTL.
- **Access** – Champion efforts to provide equitable, sufficient and sustainable access to digital content that is customizable for and by the individual.
- **Integration** – Incorporate technology-based resources for the improvement of the quality and effectiveness of instruction and learning for all learners as well as for the increased efficiency in the administration and management of educational segments and data systems.
- **Evaluation/Assessment** – Engage in annual systematic inquiry to determine recommended technology-based resources, products, projects, programs, practices, priorities or needs that include the publication of the standards and criteria used to evaluate such programs.
- **Leadership** – Distinguish the ICTL as the recognized source for education technology that recommend and communicates policies, standards, guidelines, best practices, and priorities for teaching and learning.

Literacy

Cultivate an environment that allows for the acquisition of 21st Century Skills, which will enable an individual to succeed and function effectively in an increasingly technological and information-based world.

Objective 1: Increase teacher technology literacy among Idaho's K-12 and Higher Education organizations that, as a result, improves the quality, effectiveness and relevance of instruction and learning by integrating technology with curriculum

Objective 2: Encourage the use of technology to create a framework of student centered learning.

Action Strategy:

Ensure that by the 8th grade, all students are proficient, as outlined by the 8th grade technology standard, in the use of information and communication technologies, such as computers, networking and other digital and non-digital computing technologies, as well as audio, video and other media tools.

Objective 3: Enable administrators to understand and competently use technology to fulfill their leadership duties in enhancing learning and school/district operations.

Collaboration

Engage and facilitate in cooperative efforts among educational segments that report to the State Board of Education, as well as libraries, businesses, professional organizations and community members to assist in implementing the mission and vision of the ICTL.

- Objective 1:** (OPE Recommendation) Consult with ITRMC to recommend “Educational” standards and policies to the State Board of Education and ITRMC
- Objective 2:** (OPE Recommendation) Consult with appropriate educational segments and other professional education associations to identify standards and planning guidance for adequate district staffing and technical support
- Objective 3:** Ensure that appropriate educational segments as well as professional education associations and businesses are included in planning educational technology activities
- Objective 4:** Encourage and or endorse state-wide technology events, programs, or environments where educational segments as well as other professional education associations and businesses can converge for the improvement of instructional technology purposes
- Objective 5:** Establish common data flow systems among higher education institutions
- Objective 6:** Research technologies that can be adapted for use in Idaho education

Access

Champion efforts that provide equitable, sufficient and sustainable access to digital content that is customizable for and by the individual.

Objective 1: Recommend a plan for a K-20 educational network

Objective 2: Improve the ability to identify, access and participate in learning resources and/or systems that are customizable for and by the individual

Objective 3: Work to enable access by all students and teachers to 21st Century tools

Action Item:

Alleviate the pressure put on computer labs during ISAT testing

Integration

Incorporate technology-based resources for the improvement of the quality and effectiveness of instruction and learning for all learners as well as for the increased efficiency in the administration and management of educational segments and data systems.

- Objective 1:** Recognize the role that the technology coordinator plays in integrating technology by empowering the position with the appropriate authority, skills, insights and abilities to assist local administrators in improving student achievement
- Objective 2:** Establish a plan for an integrated K20 data flow system that improves data collection, management, storage, and reporting
- Objective 3:** Re-evaluate the standards and criteria for the public school technology grant program to ensure that some funds are used for integration efforts
- Objective 4:** Increase the breadth and depth of digital content for electronic delivery on demand to include all areas of educational and cultural resources, both formal and informal
- Objective 5:** Identify challenges that K-12 and Higher Educational organizations face that hinder or prevent the integration of technology

Evaluation/Assessment

Engage in annual systematic inquiry to determine recommended technology-based resources, products, projects, programs, practices, priorities or needs that include the publication of the standards and criteria used to evaluate such programs.

- Objective 1:** (OPE Recommendation) Identify, evaluate, and recommend exemplary education and technology programs, practices, and products
- Objective 2:** (OPE Recommendation) Improve the quality of technology information maintained and reported to the Legislature
- Objective 3:** (OPE Recommendation) Develop a technology assessment tool that indicates levels of progress for planning and policy, finance, equipment and infrastructure, digital content, maintenance and support, professional development, and technology integration
- Objective 4:** Identify and recommend educational technology priorities and needs
- Objective 5:** Identify and communicate the impact that technology has on education to all K-20 stakeholders, the State Board of Education, and the Legislature

Leadership

Distinguish the ICTL as the recognized source for education technology that recommends and communicates policies, standards, guidelines, best practices, and priorities for teaching and learning.

Objective 1: (OPE Recommendation) Prepare for an annual recommendation to the SBOE for approval of state-wide Tech Plan

Objective 2: (OPE Recommendation) Develop a standard ratio of computers-to-district technology support measured by full-time equivalent employees

Objective 3: (OPE Recommendation) Distribute public school technology grants

Objective 4: Recommend priorities for the expenditure of ICTL administrative resources toward technology within education

Objective 5: Identify the resources necessary for the ICTL to meet the directives and needs associated with its mission and role

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**STATE DEPARTMENT OF EDUCATION
OCTOBER 9-10, 2008**

SUBJECT

Approval to operate an elementary school with less than ten (10) pupils in average daily attendance.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1003 (2)(f), Idaho Code

BACKGROUND/DISCUSSION

Section 33-1003 (2)(f), Idaho Code, states that *“Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education.”* At the November 1999 meeting, the State Board of Education delegated authority to the State Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) average daily attendance. A report listing the elementary schools that have requested to operate with less than ten (10) average daily attendance and whether approval was granted is to be provided to the State Board of Education at the October meeting. All of the eleven school districts that requested approval to operate an elementary school during the 2008-2009 school year with less than ten (10) pupils in average daily attendance were approved for the 2007-2008 school year. Superintendent Luna approved all of the requests to operate an elementary school during the 2008-2009 school year with less than ten (10) pupils in average daily attendance (see attachment).

IMPACT

There is no impact on the distribution of the FY 2008 Public School appropriation.

ATTACHMENTS

Attachment 1 – List of approved districts / schools.

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BOARD ACTION

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**STATE DEPARTMENT OF EDUCATION
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**Elementary Schools Approved to Operate with Less Than 10 ADA
School Year 2008-2009**

| School District | School | Estimated Enrollment | Requested Approval Last Year? |
|---|--|----------------------|-------------------------------|
| Garden Valley School District # 071 | Lowman Elementary | 7 | YES |
| Cassia County Joint School District # 151 | Almo Elementary | 9 | YES |
| Challis Joint School District # 181 | Clayton Elementary | 7 to 8 | YES |
| Challis Joint School District # 181 | Patterson Elementary | < 10 | YES |
| Prairie Elementary School District # 191 | Prairie Elementary - Junior High | < 10 | YES |
| Mountain Home School District # 193 | Pine Elementary - Junior High | < 10 | YES |
| South Lemhi School District # 292 | Tendoy Elementary | < 10 | YES |
| Oneida School District # 351 | Stone Elementary | 10 | YES |
| Pleasant Valley School District # 364 | Pleasant Valley Elementary - Junior High | < 10 | YES |
| Arbon Elementary School District # 383 | Arbon Elementary | 10 | YES |
| Three Creek School District # 416 | Three Creek Elementary - Junior High | 4 | YES |

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**STATE DEPARTMENT OF EDUCATION
OCTOBER 9-10, 2008**

SUBJECT

Annual Report - Hardship Elementary School - Cassia County School District # 151, Albion Elementary School.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1003 (2)(b), Idaho Code

BACKGROUND/DISCUSSION

At the October 1999 meeting, the State Board of Education approved the request by Cassia County School District #151 for Albion Elementary School to be designated as a hardship elementary school for one year, and required an annual report. However, the 2000 Legislature amended 33-1003 (2)(b) by adding, "An elementary school operating as a previously approved hardship elementary school shall continue to be considered as a separate attendance unit, unless the hardship status of the elementary school is rescinded by the state board of education." Therefore, no action is required unless the State Board of Education chooses to rescind the hardship status. Conditions supporting the October 1999 decision approve the Albion Elementary School as a Hardship Elementary School have not changed.

IMPACT

Cassia County School District #151 would have received \$80,936.72 less in FY 2008 if Albion Elementary School was not considered a separate school.

ATTACHMENTS

Attachment 1 – Letter from Gaylen Smyer to Tom Luna (8/4/2008) Page 3
Attachment 2 – Letter from Jerry Doggett to Marilyn Howard (9/29/1999) Page 5

BOARD ACTION

This item is for informational purposes only. No action is required unless the State Board of Education chooses to rescind the hardship status of Albion Elementary School.

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CASSIA JT. SCHOOL DISTRICT NO. 151

237 EAST 19TH STREET • BURLEY, ID 83318-2444 • (208) 878-6600 • FAX (208) 878-4231

Deborah Critchfield
Board Chairman

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Gaylen Smyer
Superintendent

Pam Wade
Business Manager

August 4, 2008

Superintendent Tom Luna
Idaho State Department of Education
P. O. Box 83720
Boise, ID 83720-0027

Re: Albion Elementary School

Dear Superintendent Luna:

Since October 1999 the State Board of Education has granted Albion Elementary School a hardship status. As noted in the minutes of the State Board of Education this status was granted for one year and identified the State Superintendent as the person responsible to present this request annually to the Board through the State Board of Education agenda.

Please accept this letter as a request for a hardship status for Albion Elementary School.

Thank you for your support of the children in Idaho. Please contact me if you need further information.

Sincerely,

Gaylen Smyer
Superintendent

GS:hlg

PC: Tim Hill

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CASSIA COUNTY SCHOOL DISTRICT 151

O. GERALD DOGGETT, SUPERINTENDENT

237 EAST 19TH STREET • BURLEY, ID 83318-2444 • (208) 678-6600 • FAX (208) 678-4231

September 29, 1999

Dr. Marilyn Howard
State Superintendent
State Department of Education
P. O. Box 83720
Boise, Idaho 83720-0027

Dear Dr. Howard:

The Cassia County School District 151 is respectfully requesting the Albion Elementary School be designated a Hardship Elementary School Status under Idaho Code 33-1003, 2.b., special applications of educational support program.

In addition, Idaho Code 33-1001 states that: Upon application of the Board of Trustees of a school district, the State Board of Education is empowered to determine that a given elementary school not otherwise qualifying are entitled to be counted as a separate elementary school.... When in the discretion of the State Board of Education, special conditions exist warranting the retention of the school as a separate attendance unit and the retention results in a substantial increase in cost per pupil in average daily attendance of the district's elementary grade school pupils (33-1003, 2b., Idaho Code).

The Cassia County School District believes Albion Elementary School meets the criteria of a "hardship elementary school" for the following reason:

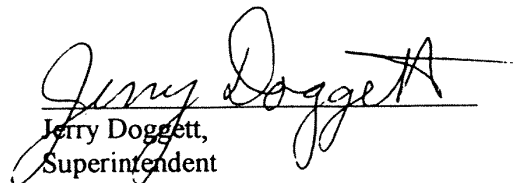
1. *"not otherwise qualifying"*:
 - a. Albion Elementary School does not meet the 10 mile standard required for designation as a "separate elementary school". However the 10 mile standard is substantially met (9.2) miles) and hazardous conditions on the "all-weather highway" are frequently encountered on a two mile mountain pass section of road involving a five percent (5%) grade, ice, blowing snow and a precipitous ravine immediately adjacent to the west side of the road. Severe winter weather conditions from the foot of the Albion grade into the Albion valley are frequently magnified by strong westerly winds resulting from mountain wave activity. These mountain waves are reinforced winds produced by winds moving across the Snake River Plain and over the Albion Mountain foothills. The foothills are oriented approximately perpendicular to winter prevailing winds.

AN EQUAL OPPORTUNITY EMPLOYER

- b. A request for "hardship elementary school" status based on age (grades K – 5), health or safety of Albion elementary students transiting the Albion grade is not unlike the rationale for legislative guidance in 33-1501, Idaho Code, which provides public school boards of trustees with the authority to waive the minimum 1.5 mile distance for bussing students based on considerations of "age or health or safety of the pupil."
2. *"special conditions....warranting retention..."*
- a. Historically (since 1973) Albion has been designated as a remote elementary school. Along that line of thought and planning by the District the Albion community has been built around their school. The citizens don't understand ADA, hardship designation, or Idaho Code. All they know is in that tiny, isolated mountain-top community, the closing of their school isn't just an end to educating their kids in their community, it is an end to a way of life. We hasten to point out that the District is not requesting additional funding, only to reinstate the funding which the State Board approved in 1973. Although 26 years have passed the same conditions still exist.
3. *"...substantial increase in cost per pupil..."*
- b. In a comparative study between two elementary schools in Burley the annual cost of an FTE student in approximately \$2,638. In Albion Elementary that same cost is \$4,348. This does not include bussing nor maintenance which is a very nebulous and always changing dollar amount. Included in this average is salaries, benefits, utilities, equipment, supplies and text books. In addition, each time a utility company, such as telephone or electric or heating has to make a trip the expense is greater....in addition to our own maintenance crews.
 - c. If the Albion Elementary loses its special funding designation (which it had since 1973) the Cassia Co. School District will lose \$88,000 per year (as per the State Department of Education finance department).

We thank you for your consideration.

Sincerely,


Jerry Doggett,
Superintendent

OJD:kp